



# **TEKS Clarification**

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## **Social Studies**

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**Kindergarten  
2014 - 2015**

# TEKS Clarification

## Social Studies

Kindergarten

2014 - 2015

### KINDERGARTEN

§113.10. Implementation of Texas Essential Knowledge and Skills for Social Studies, Elementary, Beginning with School Year 2011-2012.

The provisions of §§113.11-113.16 of this subchapter shall be implemented by school districts beginning with the 2011-2012 school year.

*Source: The provisions of this §113.10 adopted to be effective August 23, 2010, 35 TexReg 7232; amended to be effective October 17, 2011, 36 TexReg 6946.*

§113.11. Social Studies, Kindergarten, Beginning with School Year 2011-2012.

**K.Intro.1** In Kindergarten, the study of the self, home, family, and classroom establishes the foundation for responsible citizenship in society. Students explore state and national heritage by examining the celebration of patriotic holidays and the contributions of individuals. The concept of chronology is introduced. Students apply geographic concepts of location and physical and human characteristics of place. Students identify basic human needs and ways people meet these needs. Students learn the purpose of rules and the role of authority figures in the home and school. Students learn customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity. Students compare family customs and traditions and describe examples of technology in the home and school. Students acquire information from a variety of oral and visual sources. Students practice problem-solving, decision-making, and independent-thinking skills.

**K.Intro.2** To support the teaching of the essential knowledge and skills, the use of a variety of rich material is encouraged. Motivating resources are available from museums, historical sites, presidential libraries, and local and state preservation societies.

**K.Intro.3** The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. Statements that contain the word "including" reference content that must be mastered, while

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those containing the phrase "such as" are intended as possible illustrative examples.

K.Intro.4 Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.

K.Intro.5 Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).

K.Intro.6 Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.

K.Intro.7 Students must demonstrate learning performance related to any federal and state mandates regarding classroom instruction. Although Kindergarten is not required to participate in Celebrate Freedom Week, according to the TEC, §29.907, primary grades lay the foundation for subsequent learning. As a result, Kindergarten Texas essential knowledge and skills include standards related to this patriotic observance.

K.Intro.8 Students identify and discuss how the actions of U.S. citizens and the local, state, and federal governments have either met or failed to meet the ideals espoused in the founding documents.

### K.1

***History. The student understands that holidays are celebrations of special events. The student is expected to:***

### K.1A

**Explain the reasons for national patriotic holidays such as Presidents' Day, Veterans Day, and Independence Day.**

Explain

REASONS FOR NATIONAL PATRIOTIC HOLIDAYS

Including, but not limited to:

- Nations celebrate the anniversaries of people and events that are important to the nation in order to keep the memory alive in the minds of citizens
- Presidents' Day – honors the contributions to the United States by presidents, which is observed near both Washington's and Lincoln's birthdays (recongized as Washington's Birthday by the federal government and observed on the third Monday in February.) First observance was in 1796 in honor of George Washington's birthday.
- Veterans Day – honors military veterans and citizens who have served in the military. Nationally observed on November 11. Originally commemorated the cessation of fighting during WWI – the cease-fire went into effect on the 11th hour of the 11th day of the 11th month (November 11, 1918 at 11:00 am.) Later expanded to recognize all veterans of foreign wars and then all

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veterans.

- Independence Day – commemorates the signing of the Declaration of Independence on July 4, 1776. (National holiday first celebrated in 1777.)

### K.1B

**Identify customs associated with national patriotic holidays such as parades and fireworks on Independence Day.**

Identify

CUSTOMS ASSOCIATED WITH NATIONAL PATRIOTIC HOLIDAYS

Including, but not limited to:

- Independence Day
  - Parades
  - Fireworks
  - By the early 1800s the traditions of parades, picnics, and fireworks were established as the way to celebrate America's birthday.
- Veterans Day examples of customs:
  - Parades in honor of those who have served
  - Display U.S. flags
  - Ceremonies at cemetery, lay wreaths at the Tomb of the Unknown, play of "Taps"

### K.2

***History. The student understands how historical figures, patriots, and good citizens helped shape the community, state, and nation. The student is expected to:***

### K.2A

**Identify contributions of historical figures, including Stephen F. Austin, George Washington, Christopher Columbus, and José Antonio Navarro, who helped to shape the state and nation.**

Identify

CONTRIBUTIONS OF HISTORICAL FIGURES WHO HELPED SHAPE THE STATE AND NATION

Including, but not limited to:

- State
  - Stephen F. Austin – Father of Texas, established capital of Texas
  - Jose Antonio Navarro – Helped in the colonization and independence movement of Texas. On March 2, 1836, he was a

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signer of the Texas Declaration of Independence and served as an elected Senator in the Congress of the Republic of Texas.

- Nation
  - George Washington – “Father of His Country” as he was hailed in his own lifetime, a leader in the revolutionary movement, signer of the Declaration of Independence, leader of the revolutionary troops, and first President of the United States
  - Christopher Columbus – Italian explorer sailing for Spain whose voyages across the Atlantic led to general European awareness of the American continents in the Western Hemisphere

### K.2B

#### **Identify contributions of patriots and good citizens who have shaped the community.**

Identify

CONTRIBUTIONS OF PEOPLE WHO HAVE SHAPED THE COMMUNITY

Including, but not limited to:

- Patriots
  - Veterans
  - Other local figures who have shaped the community
- Good citizens
  - Perhaps the community founder
  - People instrumental in shaping the community
  - People who exhibit characteristics of citizenship and/or leadership (truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government
    - Ex: person, school, park, or street named after; mayor; business leaders

### K.3

***History. The student understands the concept of chronology. The student is expected to:***

### K.3A

#### **Place events in chronological order.**

Place

EVENTS IN CHRONOLOGICAL ORDER

Including, but not limited to:

- Ex: calendar, today, tomorrow, yesterday, seasons, birthdays, celebrations, school days, schedule, events of a story

K.3B

**Use vocabulary related to time and chronology, including before, after, next, first, last, yesterday, today, and tomorrow.**

Use

VOCABULARY RELATED TO TIME AND CHRONOLOGY

Including, but not limited to:

- Before
- After
- Next
- First
- Last
- Yesterday
- Today
- Tomorrow

K.4

***Geography. The student understands the concept of location. The student is expected to:***

K.4A

**Use terms, including over, under, near, far, left, and right, to describe relative location.**

Use

TERMS RELATED TO RELATIVE LOCATIONS

Including, but not limited to:

- Relative Location – the position of a place in relation to another place
  - Terms
    - Over
    - Under
    - Near
    - Far
    - Left
    - Right

K.4B

**Locate places on the school campus and describe their relative locations.**

Locate, Describe

PLACES ON CAMPUS AND THEIR RELATIVE LOCATION

Including, but not limited to:

- Example:
  - Over – The mirror is over the sink.
  - Under – The pencil you dropped is under your desk.
  - Near – The library is near the trophy case.
  - Far – The Kindergarten room is far from the playground.
  - Left – The water fountain is left of the restroom.
  - Right – The closet is to the right of the bookshelf.

K.4C

**Identify tools that aid in determining location, including maps and globes.**

Identify

TOOLS THAT AID IN DETERMINING LOCATION

Including, but not limited to:

- Map – a representation, usually on a flat surface, as of the features of an area of the Earth
- Globe – a sphere on which is depicted a map of the Earth

K.5

***Geography. The student understands physical and human characteristics of place. The student is expected to:***

K.5A

**Identify the physical characteristics of place such as landforms, bodies of water, natural resources, and weather.**

Identify

PHYSICAL CHARACTERISTICS OF PLACE

Including, but not limited to:

- Physical characteristics of place – features of the Earth that result from climatic and tectonic processes
  - Landforms – features of the Earth’s surface like plains, mountains, deserts, canyons (include local)
  - Bodies of water – water accumulates in natural or man-made depressions creating bodies of water from small to large like

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tanks, ponds, lakes, seas, oceans, rivers (include local)

- Natural resources – items provided by nature, from which people produce goods and provide services (e.g., water, soil, trees, oil, minerals, metals)
- Weather – meteorological conditions like temperature, wind, rain, humidity, storms, clouds, and precipitation (e.g., rain, snow)

### K.5B

**Identify how the human characteristics of place such as ways of earning a living, shelter, clothing, food, and activities are based upon geographic location.**

Identify

HUMAN CHARACTERISTICS OF PLACE

Including, but not limited to:

- Ways of earning a living in different areas (e.g., cities and farms, near ocean or on plains, ranches and farms, rivers)
- Shelter – materials from which shelter is made depends on natural resources available (examples: logs, rocks, thatch)
- Clothing – materials clothing is made from depends on resources available (e.g., animal skins, plants). Type of clothing depends on climate of the area.
- Food – local food available based on geographic location and climate
- Activities – things people do depend on the geographic location (e.g., camping, fishing, skiing)

### K.6

***Economics. The student understands that basic human needs and wants are met in many ways. The student is expected to:***

### K.6A

**Identify basic human needs of food, clothing, and shelter.**

Identify

BASIC HUMAN NEEDS

Including, but not limited to:

- Food
- Clothing
- Shelter

Note:

In science TEKS (K.9B), basic human needs are identified as food, water, and shelter.

K.6B**Explain the difference between needs and wants.**

Explain

**DIFFERENCE BETWEEN NEEDS AND WANTS**

Including, but not limited to:

- Needs – those things that are necessary to sustain life. Basic needs can be satisfied through interactions with living and nonliving things.
- Wants – those things which we desire, but that are not necessary to sustain life. Economic wants are desires that can be satisfied by consuming a good, service, or leisure activity. (e.g., toys, unnecessary food such as candy, expensive clothes, dance or music lessons.)
- In the market, wants and needs motivate consumers and drive markets. It matters little whether things are classified as wants or needs. In personal financial decisions, the difference matters.

K.6C**Explain how basic human needs can be met such as through self-producing, purchasing, and trading.**

Explain

**HOW BASIC NEEDS CAN BE MET**

Including, but not limited to:

- Through self-producing – to have the resources and ability to make one's own food, clothing, and/or shelter, without having to purchase or trade to obtain desired products
- Through purchasing – to acquire through the payment of money
- Through trading – an exchange of items, usually without payment of money
- Examples of how basic human needs can be met
  - Food – people need food to eat. They can grow their food or purchase it. Farmers provide most grain and meat to factories which process it into food for distribution through grocery stores.
  - Clothing – people need clothing to protect them from the weather. In some cultures people make their own clothes from wool they get from the sheep they raise. Others grow cotton and spin it into cloth for themselves or to sell to businesses which spin it and make it into clothing.
  - Shelter – people need shelter to protect them from the weather and animals and to provide privacy. People can choose to pay rent or buy or build their own houses.

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**K.7** *Economics. The student understands the value of jobs. The student is expected to:*

**K.7A** **Identify jobs in the home, school, and community.**

Identify

JOBS IN HOME, SCHOOL, COMMUNITY

Including but not limited to:

- Jobs at home (e.g., taking out trash, cleaning rooms; cooking, doing laundry, paying bills; taking care of the yard)
- Jobs at school (e.g., principal, teacher, librarian, secretary, nurse, custodian, cafeteria worker, and bus driver)
- Jobs in the community (e.g., hospitals, banks, stores, gas stations, government; police officers, firefighters, mail carriers, sanitation workers, librarians, and transportation workers)

**K.7B** **Explain why people have jobs.**

Explain

WHY PEOPLE HAVE JOBS

Including, but not limited to:

- Earn money to purchase items to meet basic human needs and fulfill wants
- To be a productive member of society
- To accomplish goals
- Better life
- Independence

**K.8** *Government. The student understands the purpose of rules. The student is expected to:*

**K.8A** **Identify purposes for having rules.**

Identify

PURPOSE OF RULES

Including, but not limited to:

- Establish order

- Provide security
- Provide a safe environment

**K.8B**

**Identify rules that provide order, security, and safety in the home and school.**

Identify

RULES IN THE HOME AND SCHOOL

Including, but not limited to:

- Establish order
  - Home – respect adults
  - School – respect others, stay in line
- Provide security
  - Home – stay with an adult
  - School – volunteers sign in, visitors wear badges
- Provide a safe environment
  - Home – don't touch hot stove
  - School – don't run in halls, practice storm drills, cross at crosswalk

**K.9**

***Government. The student understands the role of authority figures. The student is expected to:***

**K.9A**

**Identify authority figures in the home, school, and community.**

Identify

AUTHORITY FIGURES

Including, but not limited to:

- Home – parents
- School – teachers, principals, and other school personnel
- Community – mayor, police department, judges

Note:

Authority figures – set standards, enforce the law, maintain social order if there are no laws

K.9B

**Explain how authority figures make and enforce rules.**

Explain

HOW RULES ARE MADE AND ENFORCED

Including, but not limited to:

- Make rules
  - People (authority figure) see a need related to order, security, safety and make a rule to help
- Enforce rules
  - Home – get grounded or certain privileges removed (TV, games)
  - School – name on the board, principal meeting, suspension
  - Community – time in jail, traffic tickets, restricted rights

K.10

***Citizenship. The student understands important symbols, customs, and responsibilities that represent American beliefs and principles and contribute to our national identity. The student is expected to:***

K.10A

**Identify the flags of the United States and Texas.**

Identify

FLAGS

Including, but not limited to:

- U.S. flag
- Texas state flag

K.10B

**Recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag.**

Recite

PLEDGE OF ALLEGIANCE

Including, but not limited to:

- Pledge to the U.S. Flag

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- I pledge allegiance to the Flag of the United States of America, and to the Republic for which it stands; one Nation under God, indivisible, with liberty and justice for all. (The words under God were added in 1954.)
- Pledge to the Texas Flag
- Honor the Texas flag; I pledge allegiance to thee, Texas, one state under God, one and indivisible. (1965)

K.10C

**Identify Constitution Day as a celebration of American freedom.**

Identify

PURPOSE OF CONSTITUTION DAY

Including but not limited to:

- To celebrate American freedom. Constitution Day commemorates the September 17, 1787, signing of the Constitution. The purpose of Constitution Day is to ensure that students are gaining an increased knowledge and appreciation for this valuable and important document of freedom. Beginning in 2005, schools receiving federal funds were mandated by Congress to observe Constitution Day on September 17.

K.10D

**Use voting as a method for group decision making.**

Use

VOTING TO MAKE DECISION

Including, but not limited to:

- Use voting to make classroom decisions (what book to read, writing rules for classroom, which activity to do first, theme of party, etc.)
- Types of votes to use: written ballots, hands up, tally, secret vote, vocal agreement

Note:

Voting – an expression of preference for a particular person or issue that needs to be resolved or validated. The majority vote always wins.

K.11

***Culture. The student understands similarities and differences among people. The student is expected to:***

K.11A

**Identify similarities and differences among people such as kinship, laws, and religion.**

Identify

SIMILARITIES AND DIFFERENCES AMONG PEOPLE

Including, but not limited to:

- Kinship – having common characteristics or common origin.
  - Similarities (e.g., We all have the same grandfather.)
  - Differences (e.g., You and I are cousins, but she and he are brother and sister.”)
- Laws – the rules established in a community
  - Similarities (e.g., The red octagonal sign means stop in all U.S. communities.)
  - Differences (e.g., In Chicago it is against the law to speak on a cell phone while driving. In Texas communities, it is against the law to speak on a cell phone while driving in a school zone (state law).)
- Religion – a specific fundamental set of beliefs and practices generally agreed upon by a number of persons
  - Similarities (e.g., All religions hold to a set of beliefs.)
  - Differences (e.g., Different religions have different beliefs, including some for food, dress, and behavior.)

K.11B

**Identify similarities and differences among people such as music, clothing, and food.**

Identify

SIMILARITIES AND DIFFERENCES

Including, but not limited to:

- Music – an art of sound in time that expresses ideas and emotions in significant forms through the elements of rhythm, melody, harmony, and timbre (e.g. the sound of a woodwind vs. the sound of brass instrument)
  - Similarities – people from the same culture may have similar music styles such as the use of bagpipes in Scottish and Irish cultures
  - Differences – people from different generations may have grown to like different genres of music
- Clothing – Something that covers the body; garments
  - Similarities – people from the same physical region may have clothes made locally from similar material
  - Differences – people from varying locations, such as hot and cold regions, may need different clothing
- Food – any nourishing substance that is eaten, drunk, or otherwise taken into the body to sustain life, provide energy, promote growth, etc.
  - Similarities – people from the same historical background may eat similar foods such as curries in Indian and UK cuisine

- Differences – people in a community from different historical backgrounds may enjoy different types of cuisine

***K.12 Culture. The student understands the importance of family customs and traditions. The student is expected to:***

**K.12A Describe and explain the importance of family customs and traditions.**

Describe, Explain

IMPORTANCE OF FAMILY CUSTOMS AND TRADITIONS

Including, but not limited to:

- Importance of family customs
  - Customs are ways of doing things within a group or society which become habit and are adopted as tradition. Customs create a bond based on common experience and shared values.
  - Family customs are things families do together such as celebrating birthdays, observing holidays, taking vacations, etc. (e.g., take pictures first day of school; choose favorite foods for birthday meal, go to the lake with cousins.)
- Importance of family traditions
  - Traditions are derived from the process of transmitting knowledge and practices through generations without written instructions. Traditions create a bond based on common experience and shared values.
  - Family traditions are things that have been done in a family for generations (e.g., always hold family reunion on 4th of July, go to the cemetery to put flowers on graves for Memorial Day, make quilts, work on the family farm/ranch)

**K.12B Compare family customs and traditions.**

Compare

FAMILY CUSTOMS AND TRADITIONS

Including, but not limited to:

- Holidays
- Celebrations (birthday, etc.)
- Clothing
- Food
- Music

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K.13

*Science, technology, and society. The student understands ways technology is used in the home and school and how technology affects people's lives. The student is expected to:*

K.13A

**Identify examples of technology used in the home and school.**

Identify

TECHNOLOGY

Including, but not limited to:

- Home – CDs or DVDs; home electronics; style of home; cooking materials; cars, scooters; digital music players, computers, cell phones, tablets
- School – computers; library resources; ID cards; PE equipment; TV/DVD; intercom system, video projectors, interactive boards
- Technology – the application of processes, methods, or knowledge to achieve a specific purpose; often something created by man to solve a problem

K.13B

**Describe how technology helps accomplish specific tasks and meet people's needs.**

Describe

HOW TECHNOLOGY HELPS ACCOMPLISH TASKS AND MEET NEEDS

Including, but not limited to:

- Examples of helping accomplish tasks
  - Airplanes help reach faraway places
  - Computers for virtual visits
  - Microwaves for faster cooking
  - Blow dryer or straightener to style hair
  - Cars with digital maps and back bumper detectors for safer and easier travel
- Examples of helping meet needs
  - Help meet needs for faster and safer
  - Need for food – grocery cart, packaging, scanner, farm machines
  - Need for clothing – sewing machine, factory machines, buttons, zipper, Velcro
  - Need for shelter – tools, building materials, trucks, wallboard, cut lumber, stone
  - Need for medical care – take temperature with one swipe, x-rays, vaccines to prevent disease
  - Need for entertainment – computer games, portable game players, movies, sports equipment, radio, and TV

K.13C

**Describe how his or her life might be different without modern technology.**

Describe

HOW LIFE WOULD BE DIFFERENT WITHOUT TECHNOLOGY

Including, but not limited to:

- Ex: electricity, air conditioning/heating, computers, cell phones, internet, email, video games, digital music players, remote controls

K.14

***Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:***

K.14A

**Obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music.**

Use

ORAL SOURCES

Including, but not limited to:

- Conversations
- Interviews
- Music

K.14B

**Obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, print material, and artifacts.**

Use

VISUAL SOURCES

Including, but not limited to:

- Pictures
- Symbols

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- Electronic media
- Print material
- Artifacts

[K.14C](#)

**Sequence and categorize information.**

Sequence, Categorize  
INFORMATION

[K.15](#)

*Social studies skills. The student communicates in oral and visual forms. The student is expected to:*

[K.15A](#)

**Express ideas orally based on knowledge and experiences.**

Express  
IDEAS ORALLY

[K.15B](#)

**Create and interpret visuals, including pictures and maps.**

Create, Interpret  
VISUALS  
Including, but not limited to:

- Pictures
- Maps

[K.16](#)

*Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:*

[K.16A](#)

**Use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.**

Use

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PROBLEM-SOLVING PROCESS

Including steps:

- Identify problem
- Gather information
- List and consider options
- Consider advantages and disadvantages
- Choose a solution
- Implement solution
- Evaluate effectiveness of solution

K.16B

**Use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of the decision.**

Use

DECISION-MAKING PROCESS

Including steps:

- Identify situation needing decision
- Gather information
- Identify options
- Predict consequences
- Take action to implement decision

***Bold black text in italics: Knowledge and Skills Statement (TEKS); Bold black text: Student Expectation (TEKS)***

**Blue text: Supporting information / Clarifications from TCMPC (Specificity)**

**Black text: Texas Education Agency (TEA)**